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ABSTRACT

Legislative and/or state department of education mandates requiring some form of competency assessment of teachers are currently in force in 38 states. An additional seven states report planning activity, and only five states report no plans to test the competency of teachers. Descriptions are given of competency assessment activities in each state. An accompanying table provides information on the states mandating competency assessment of teachers, the form of the mandate, date implemented, level (admission/certification), skills tested, and types of tests given. (JD)

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COMPETENCY ASSESSMENT OF TEACHERS: THE 1984 REPORT

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SP 025 820

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COMPETENCY ASSESSMENT OF TEACHERS: THE 1984 REPORT

The number of states with either legislative and/or state department of education mandates requiring some form of competency assessment of teachers has now grown to 38. An additional seven states reported planning activity and only five states reported no plans to test the competency of their teachers.

The speed with which the movement has covered the nation is impressive. Beginning with Georgia (1975) and Louisiana (1977), the number of states testing teachers grew to 15 by 1980, 19 by 1981, 26 by 1982, 30 by 1983, and 38 by 1984. There can be no doubt but that the current emphasis on educational reform added significant impetus to the movement. The competency testing of teachers can be directly attributed to the public's growing concern about the quality of education in the nation and their subsequent concern about the quality of the nation's teachers. Since the mandates requiring teacher competency testing originated with either the state legislature (17) or state department of education (26), both of which are directly responsive to public demands, the regulations must be seen as public demands for accountability; for evidence that teachers do, indeed, possess the basic skills, academic knowledge, and professional skills necessary for successful teaching.

The status of competency assessment of teachers in 1984 can be seen at a glance of the accompanying map. The concentration of activity in the southern half of the United States is probably attributable to the influence of the Southern Regional Educational Board (SREB). The SREB advocated teacher competency tests prior to 1979 for its 14 member states. It is not surprising that those 14 states were among the first states to adopt testing

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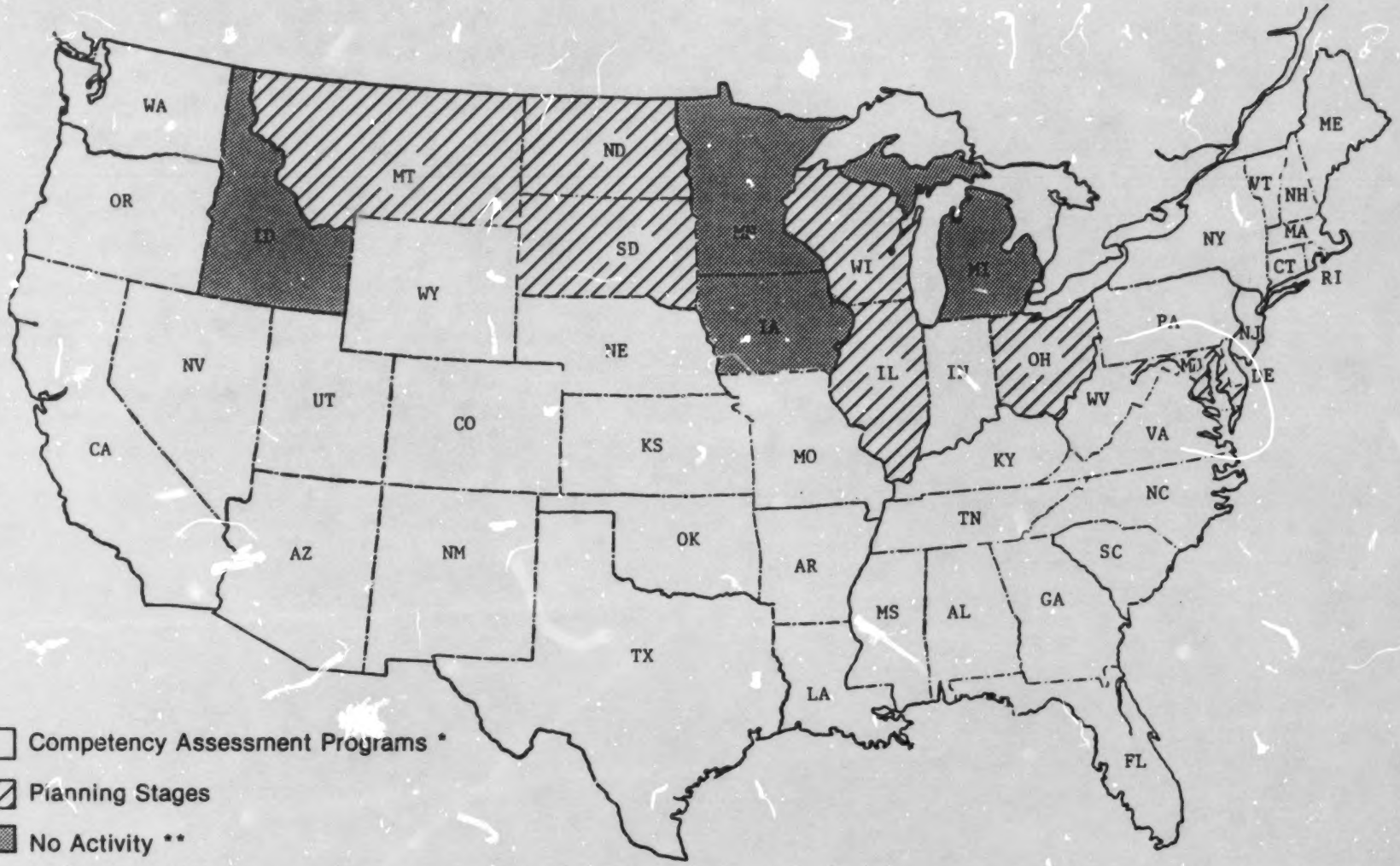
Competency Assessment of Teachers - 1984



policies. The movement grew from the southeast section of the nation northward to the point that presently only five states--Alaska, Idaho, Minnesota, Iowa, and Michigan--report no activity or plans to test their teachers. It can also be observed from the map that seven states, designated by diagonal lines, have reported planning or serious discussion of some type of teacher testing.

State regulations for teacher competency testing vary widely. For example, the states of Washington and Utah require only testing in the basic skills for admission to teacher education programs, while several states (Kentucky, Mississippi, North Carolina, South Carolina, and Texas) require testing both for admission to programs and for certification in the basic, professional, and academic skills areas. In addition, these states require assessment during the beginning year of teaching before full certification can be attained.

The most unusual competency assessment requirement occurs in Hawaii where, effective in September 1985, all applicants for teaching positions must take the NTE after which the scores, along with other criteria such as transcripts, recommendations, interviews, and etc., will be used to determine an "aggregate score" which will be sent to school districts to assist them in making "new hires."

An appreciation of the variance and complexity of the different state programs can be seen in Table 1. Table 1 indicates the state; the type of mandate for testing, whether originating from legislation or the state department of education; the date of the mandate and the date of implementation; the level of testing, whether for admissions and/or certification; the type of skills tested; and the type of tests used.

TABLE 1

STATES MANDATING COMPETENCY ASSESSMENT OF TEACHERS - 1984

State	Mandate		Date	Level		Skills Tested				Type of Tests	
	Legislative	St. Bd. of Educ.	Mandated / Implemented	Admissions	Certification	Basic	Professional	Academic	On-the-Job	National Std.	Customized
Alabama		X	80 / 81	X	X	X	X	X		X	X
Arizona	X	X	80 / 81	X	X	X	X				X
Arkansas	X	X	79 / 83		X	X	X	X		X	X
California	X		81 / 83	X	X	X		X		X	X
Colorado	X		81 / 83	X		X				X	
Connecticut		X	82 / 83	X	X	X	X	X		X	X
Delaware		X	82 / 85		X	X				X	
Florida	X		78 / 80	X	X	X	X		X		X
Georgia		X	75 / 78		X			X	X		X
Hawaii		X	84 / 85			X	X	X		X	
Indiana	X		84 / 85	X	X	X	X	X		X	
Kansas	X		84 / 86		X	X	X			X	
Kentucky	X	X	82 / 83-85	X	X	X	X	X	X	X	
Louisiana	X		77 / 78		X	X	X	X		X	
Maine	X		84 / 88		X	X	X	X		?	?
Massachusetts		X	79 / 82		X	X	X	X			X
Mississippi	X	X	82 / 86	X	X	X	X	X		X	
Missouri		X	83 / 84	X		X				X	
Nebraska	X		84 / 85	X	X	X		X	X	?	?
Nevada		X	84 / 86	X	X	X		X	X	X	
New Hampshire		X	84 / 85		X	X				X	
New Jersey		X	84 / 85		X		X	X		X	
New Mexico	X	X	81 / 83	X	X	X	X	X		X	
New York		X	83 / 84		X	X	X			X	
North Carolina		X	79 / 82	X	X	X	X	X	X	X	
Oklahoma	X		80 / 82		X	X	X	X	X		X
Oregon		X	82 / 85	X	X	X				X	
Pennsylvania		X	84 / 87		X	X	X	X	X	?	?
Rhode Island		X	80 / 81		X			X			X*
South Carolina	X		79 / 83	X	X	X	X	X	X	X	X
Tennessee		X	79 / 79	X	X	X	X	X		X	
Texas	X		81 / 84-86	X	X	X	X	X	X	X	X
Utah		X	79 / 80	X		X				X	
Vermont		X	80 / 82		X		X	X	X		X
Virginia	X		80 / 85		X	X	X		X	X	X
Washington		X	78 / 83	X		X				X	X
West Virginia		X	82 / 85		X	X	X	X		X	X
Wyoming		X	82 / 82	X		X				X	
TOTALS - 38	17	26		21	32	34	25	26	13	28	16

* Vocational teachers only

It can be seen from Table 1 that 38 states now have mandates issued by legislation or state boards of education requiring the testing of teachers either for admission to teacher education programs (17), for certification (26), or for both (16). Testing is done in four areas: basic skills (34), professional skills (25), academic knowledge (26), on-the-job (13), or all of the above (8). Twenty-eight states have specified national standardized tests and sixteen are or have developed customized tests. Eight states use standardized and customized tests in some combination to determine teacher competency. Three states with future implementation dates have not yet determined the type of test to be used.

It can also be seen from Table 1 that although 38 states have mandates, 22 of these states have implementation dates of 1984 or before and are presently in effect, while 14 have implementation dates of 1985 and beyond. Two states, Kentucky and Texas, have two or more implementation dates that fall into both categories.

The 1983 survey reported 12 states in various stages of planning competency assessment of teachers and projected that of the 12, 6 could be expected to produce mandates in 1984. It is interesting to note that six states on that list (Indiana, Kansas, Nebraska, New Hampshire, Oregon, and Pennsylvania) did indeed produce mandates. These six states, joined by Hawaii and Maine--states that had not previously indicated planning--composed the eight states to join the competency testing of teachers movement in 1984.

Seven states, identified in Table 2, have indicated planning to test teacher competency. The seven states (Illinois, Maryland, Montana, North Dakota, Ohio, South Dakota, and Wisconsin) all indicate that they are planning to test basic skills prior to certification. In addition, four of the states also plan to test for admissions and to test in professional and

TABLE 2

STATES REPORTING PLANNING OR DISCUSSION OF COMPETENCY ASSESSMENT OF TEACHERS - 1984

State	Level		Skills Tested				Type of Tests		Year First Reported Planning
	Admissions	Certification	Basic	Professional	Academic	On-the-Job	Standardized	Customized	
Illinois	X	X	X						1980
Maryland		X	X	X	X	X	X		1982
Montana		X	X				X		1982
North Dakota		X	X						1983
Ohio		X	X	X	X			X	1982
South Dakota	X	X	X	X	X		X		1984
Wisconsin	X	X	X	X	X		X		1980
TOTALS - 7	3	7	7	4	4	1	4	1	

academic skills areas. Using past projections, it would appear to be reasonable to guess that at least three of these states will join the movement in 1985.

*NOTE:

The data reported herein were obtained by survey involving inquiries sent to directors of teacher education and certification in each state and to a selected dean of education in each state. The author is indebted to the individuals who responded.

The writer readily acknowledges that the data presented may contain inaccuracies due to the complexity of programs and the rapid changes occurring in many states. Summative descriptions of the activities in each state and a listing of data sources are available from the author.

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COMPETENCY ASSESSMENT ACTIVITIES BY STATE

Alabama

National Evaluation Systems, Inc., was contracted to assist in the development of the English Language Proficiency Test to be passed prior to admission to the undergraduate teacher education program. The English Language Proficiency Test was first administered in November 1981 and is administered four times per year. The state also requires a score of 16 on the ACT or 745 on the SAT for entry into teacher education programs. National Evaluation Systems was also contracted to assist in the development of the Basic Professional Studies Test and the teaching field tests of the Alabama Initial Teacher Certification Testing Program. The certification testing program was implemented in June 1981 and is administered three times per year. Individuals who are test candidates must complete an approved teacher education program and pass the appropriate test(s) of the AITCT prior to the issuance of their certificates, regardless of the level of certification for which the individual is applying.

Arizona

In January 1979, HB 2034 was intrcduced requiring all candidates for certification to pass a national standardized test in English and math selected by the State Board of Education and to score at the 50th percentile or above. The bill died in regular session. It was reintroduced in the second special session as HOB 2024, where it passed. A task force was appointed to review, find, or develop an appropriate test. On June 22, 1981, the Arizona State Board of Education adopted Rule R7-a-604 on Teacher Proficiency Testing. The rule prescribes that all applicants for basic or standard teaching certificates be tested in reading, grammar, mathematics, and additional competency areas as may be required by the Board.

The Arizona Teacher Proficiency Examination (ATPE) was adopted with the provision that effective July 1, 1981, an applicant must score at least 75% correct responses. As of January 1, 1982, all applicants must score at least 80% correct responses on a composite score to qualify for certification. A further provision states that the Professional Knowledge Subtest shall be incorporated into the ATPE on a field test basis from July 1981. During this time at least 50% correct scores will be required for a passing score. A $10 fee is charged each applicant for administration and evaluation of the ATPE.

As of August 3, 1984, H.B. 2156 became effective. This statute requires an 80% passing score on <u>each</u> of the three components of the Basic Skills test portion of the ATPE. This same Basic Skills test must be passed at the 80% level in order to enter any of the state universities' colleges of education. It is necessary to pass the test only once. The fee remains the same.

Arkansas

Act 814, passed by both the Senate and the House, directed the State Board of Education to promulgate rules and regulations for teacher certification that include the concept of competency testing as a condition for certification. The bill specified the National Teacher Examination (now the NTE Program) or a similar exam designated by the State Board of Education. Mandated cut-off scores on the NTE became effective in February 1983. In addition, the State Board of Education, at a meeting on September 13, 1982, adopted the following changes in teacher education and certification:

1. Revised the NTE Program regulations to include the Core Test of Professional Knowledge in lieu of the Commons Examination. In the certification for Speech Pathology the Core Tests of General Knowledge and Communication Skills are required rather than the Core Test for Professional Knowledge.

2. The Area Specialty Tests are required for each field of certification. Minimum cut-off scores for the validated tests have been established and are enforced.

3. Recommended that each college or university training teachers require the Communication Skills and General Knowledge Tests of the NTE Program or similar examination prior to recommending an applicant for certification. The level of minimum performance was left to the degree-granting institution.

In more recent action, Act 76 of the 1983 First Extraordinary Session states:

> During the 1984-85 school year, certified personnel employed by public school districts of this state shall be required to take a nationally recognized test designated or developed and validated by the State Board of Education in the subject area in which certified or to take not less than six (6) hours of academic course work at an institution of higher education and attain a 3.00 grade point average in such course work. The course work required by this section shall be senior or graduate level courses in the individual's area of certification and shall be in accordance with guidelines established by the State Board of Education. Any teacher or administrator who took the N.T.E. subject area test in his/her area of certification after January 1, 1980, and scored at or above the level established by the State Board of Education for satisfactory completion of such test shall be exempt from the requirements of this section.

California

The major area of competency assessment for California teachers and other certificated personnel is in basic skills. The basic skills assessed are reading, writing, and mathematics, and these are confirmed by passing the California Basic Educational Skills Test (CBEST). Since 1983, passage of the CBEST has been a certification requirement for applicants for (1) a first teaching credential, (2) a services credential, or (3) the issuance or renewal of an emergency credential. Applicants for credentials to teach vocational education, nonacademic subjects in adult education, children's centers and special centers for the handicapped, and applicants for health services credentials are exempt. Prior to employment in a position requiring certification, certificated teachers and other personnel must pass the CBEST, unless they have done so prior to certification or been employed by a school district during the 39 months preceding the new employment.

Applicants for admission to state approved programs of professional preparation in California colleges and universities must take the basic skills test for diagnostic purposes prior to the admission application deadline. Some institutions may require that the test be passed before the beginning of student teaching.

The CBEST test is administered five times a year at test centers throughout the state. Approximately 34,000 people took the test at least once during 1982-83; approximately 40,000 took it for the first time during 1983-84.

California laws also require each applicant for an elementary or secondary school teaching credential to pass an examination of knowledge of subject matter, unless the applicant has completed a state approved program of subject matter preparation at a California college or university. The Commission on Teacher Credentialing has adopted the National Teacher Examination (NTE) for this purpose.

California also uses a set of standardized instruments to assess the language proficiency, crosscultural knowledge, and methodological knowledge of certificated teachers who wish to be further certified to teach bilingually. The state is currently developing instruments to assess the competence of (1) language development specialists who seek authorization to teach English as a second language and (2) school psychologists and speech therapists who assess the special education needs of children whose English proficiency is limited.

Colorado

As a result of House Bill 1412 passed in the Spring of 1981, implementation of a uniform basic skills competency testing program began January 1, 1983. The skills assessed are oral and written English and mathematics. Candidates for certification must present scores at or above the 75th percentile on the California Achievement Test in both mathematics and English, Level 19, to be considered acceptably competent in these areas. These CAT scores are based upon the spring norm data for graduating seniors. Competency in oral English may be demonstrated by successful completion of a college-level public speaking course in which a B- or better is earned. Competency in oral English may also be achieved at a testing center by a competency assessment conducted by a panel of three judges. Each Colorado institution of higher education with an approved teacher education program is a testing center. Testing is restricted to individuals applying for admission to a teacher education program or for an initial Colorado certificate.

Connecticut

On April 7, 1982, the Connecticut State Board of Education passed a resolution commending the work of the Professional Development Council and approving the recommendations contained in the report, "Recommendations for Ensuring Professional Competence." Two recommendations dealing with competency assessment were:

1. That the State Board of Education, in cooperation with the Board of Higher Education (BHE) and representatives of teachers (includes administrators and specialists) and teacher educators, by the Spring of 1985, select or develop a skills examination in mathematics, reading, and writing and set uniform standards to be applied statewide. The examination would be field tested with candidates entering teacher preparation programs. The field test would be used to determine the need for the test and whether modifications were necessary to assure test validity and eliminate cultural bias. If

the previous conditions were met, the test would be used as a screening mechanism for entrance into teacher preparation programs and would be fully implemented by the Spring of 1986. When appropriate, remediation and re-examination for those receiving unsatisfactory scores would be undertaken. This requirement would be added to the procedures and standards for the approval of Connecticut teacher preparation programs.

2. That the State Board of Education, in cooperation with the Board of Higher Education and representatives of teachers (including administrators and specialists) and teacher educators, by the Spring of 1986, select or develop examinations of professional knowledge and subject matter proficiency appropriate to all fields of certification and set uniform standards to be applied statewide. These examinations would be field tested in the Fall of 1986. The field test would be used to determine the need for the test and whether modifications were necessary to assure test validity and eliminate cultural bias. If the previous conditions were met, the test would be fully implemented by the Spring of 1987. When appropriate, remediation and re-examination for those receiving unsatisfactory scores would be undertaken. Successful completion of these examinations would be added to the procedures and standards for the approval of Connecticut teacher preparation programs. Amendment to the certification regulations would be proposed to incorporate this recommendation.

Committees are at work studying and implementing the recommendations. The skills examination scheduled to be administered in October 1985 is called the Connecticut Competency Examination for Prospective Teachers (CONNCEPT). The test will be approximately three hours long. It consists of a customized mathematics test, a writing sample, and several passages from the Degrees of Reading Power test published by the College Board. The CONNCEPT will be administered twice each year--in the fall and in the spring.

Delaware

The State Board of Education meeting on September 16, 1982, adopted several new regulations governing certification: one change included a recommendation from the Teacher Competence Study Committee that requires new employees to pass a standard test of basic skills. The basic skills competency tests for new applicants was required effective July 1, 1983.

All applicants seeking initial certification in the state must now take the Pre-Professional Skills Tests (PPST) and meet the minimum passing score in reading, mathematics, and writing. The PPST was developed by ETS and is administered by ETS in the state at designated sites.

Florida

Beginning with the legislation of 1978, Florida has initiated a number of changes in the assessment of prospective teachers prior to certification. Since 1980, all state approved teacher education programs have been required to include as an admission requirement a score at or above the 40th percentile on a nationally-normed college entrance examination. This equates to a score of 17 on the ACT and an 835 on the SAT. Also beginning in 1980, prospective teachers seeking certification are required to demonstrate mastery of Florida's minimum essential generic competencies and such specialization and other competencies as adopted by the State Board of Education on a comprehensive examination. The current Florida Teacher Certification Examination includes subtests in mathematics, reading, writing, and professional education.

A year-long beginning teacher program was initiated in 1982. The purpose of this program is to provide an organized professional support and development program for all beginning teachers. Completion of the program requires a satisfactory assessment of the candidate's demonstration of the Florida essential competencies and skills and behaviors gleaned from the teacher effectiveness research.

The Florida Performance Measurement System has been developed by a coalition of school districts and universities. Its measurement and development components are based on indicators of effective teacher behavior drawn from research on teaching.

In 1983, the Florida legislature passed the Quality Instructional Program. The program was amended in 1984 to provide a District Meritorious School and a State Master Teacher Program, a two-tiered incentive program for teachers. The first tier is a district level incentive program to be negotiated between the school district and the local teacher organizations. The second tier establishes a career ladder for teachers in Florida by adding an associate master teacher and master teacher level to the existing beginning teacher and regular teacher steps. This program began in the Fall of 1984 with an appropriation of $30,000,000.

Florida is currently conducting extensive studies of its certification and program approval policies. Recently adopted preservice and inservice program approval standards are based on measures of increased competency and performance of participants. For example, the preservice program approval rules require that 80% of the graduates pass the Florida Teacher Certification Examination and 90% pass the performance evaluation of the Florida Beginning Teacher Program during the first year of teaching.

Georgia

The Georgia Department of Education began developing a plan for performance-based certification in 1970. Applicants for certification who complete initial preparation after September 1, 1978, must pass a criterion-referenced Teacher Certification Test (TCT) of the basic knowledge of their certification field. Applicants who add a new certification field after September 1, 1980, must also pass the TCT in each new field. In addition, applicants after May 1, 1980, will receive a non-renewable certificate valid for 3 years during which time they must demonstrate acceptable performance on 14 generic teaching competencies as assessed by evaluators using the Teacher Performance Assessment Instruments (TPAI). The performance-based certification process is designed to provide an external audit of the college product and to provide an opportunity for the development of specific staff development activities to assist beginning teachers in becoming professional teachers with the result that student learning is increased. The 3-year cumulative pass rate for applicants taking the Teacher Certification Test for the first time is 78%. The cumulative re-take pass rate is 64%. The 3-year cumulative pass rate (first-time and re-take) is 87%. At the end of the initial 3 years, 74% of the beginning teachers assessed under the TPAI had met all of the performance criteria and 5% were still in the process of being assessed. In 1982-83, 72% of the beginning teachers met the performance criteria on all 14 competencies of the TPAI during their first year. In 1983-84, this figure rose to 73%.

Hawai'i

In 1984 the state superintendent mandated the use of the NTE for the purposes of employment (not for certification). The test data will be used as one of several criteria to pool applicants for referral to schools. The plan is to be implemented in September 1985.

The state of Hawai'i is unique in that it has only one school district; therefore, the Department of Education plays a more direct role in the operation of the state's schools. The competency tests are used, in addition to transcripts, recommendations, interviews, and student teaching evaluations, to determine an "aggregate score" to be a determinant in employing "new hires" in the district.

Illinois

Legislation was introduced in the Spring session of 1984 which would have required basic skills testing of all candidates for certification. That legislation did not pass.

As a result of a three-year study of the quality of education personnel, the State Board of Education adopted a series of recommendations designed to enhance the recruitment of teachers; improve assessment practices and require more rigorous standards in preservice preparation; raise the beginning salaries for teachers; improve district evaluation practices; and require districts and personnel to develop and participate in on-going programs of organizational staff development. Legislation to implement these recommendations will be introduced in the 1985 session of the Ilinois General Assembly.

A legislative commission, The Illinois Commission on the Improvement of Elementary and Secondary Education, has developed a series of preliminary recommendations addressing the area of personnel, as well as instructional standards and pupil performance, and school organization and administration. The recommendations of the Commission relating to personnel include those of the State Board of Education and in addition call for assessing performance in basic skills for students entering teacher preparation programs, passing an examination prior to certification, and demonstration of administrative skills and knowledge by school administrators in training. As the Commission's final recommendations are developed, it is expected that legislation will be introduced in the 1985 session of the Illinois General Assembly to implement those recommendations.

Indiana

House Bill No. 1105 was passed in February 1984 by the General Assembly. The bill specified testing for proficiency in the basic skills before admission to teacher education programs. A second requirement of the law specifies that "after June 30, 1985, the Commission on Teacher Training and Licensing may not grant an initial standard license to any person who has not demonstrated proficiency in the following areas on a written examination or through other procedures prescribed by the Commission:

(1) communication skills
(2) general education
(3) professional education
(4) knowledge of the areas in which he has applied for a license to teach . . ."

The Commission is presently working with the Educational Testing Service to determine appropriate tests.

Kansas

Passage of H.B. 3091 by the Kansas Legislature on May 11, 1984, established a requirement that "all applicants for initial issuance of certificates to teach shall take and satisfactorily pass an examination prescribed by the State Board of Education." The State Board has adopted the National Teacher Examination (NTE) Core Battery Tests to meet this legislation. The Core Battery includes the areas of communication skills, general and professional knowledge. This regulation becomes effective May 1, 1986.

Kentucky

The Kentucky Council on Teacher Education and Certification made a recommendation to the Kentucky State Department of Education on competency assessment of teachers. The recommendation was in two parts: (1) entry into teacher education programs and (2) certification. The recommendation for admission into teacher education requires that all applicants score at the 12.5 grade level or above on a standardized test in English and mathematics. It also requires an overall GPA of 2.5 before admission to student teaching. The State Board of Education approved the recommendation and the requirements become effective with the entering freshmen of 1981.

The mandate for competency testing for certification requires the NTE test of basic skills, professional knowledge, and academic knowledge. It also requires a one-year internship or probationary year wherein the beginning teacher is assessed on professional skills by a team of three. Following successful completion of the internship, the teacher may receive a provisional teaching certificate valid for five years.

Legislation has been passed which provides for the testing portion of the proposal to apply initially to applicants for teacher certification after January 1, 1985, and the "internship" to apply for the beginning teachers employed for the 1985-86 school year. The time immediately following the 1984 legislative session was used for preparing training packages to be used later by colleges and school personnel to prepare for the internship.

Louisiana

The Acts of 1977, #16, prescribed that any person applying for initial certification as a teacher "shall have passed satisfactorily an examination, which shall include English proficiency, pedagogical knowledge, and knowledge in his area of specialization..." The superintendent of education was charged with administration of the policy and he chose the NTE. Act #677 of 1981 provides that persons who score within 10% of the appropriate cut-off score on the NTE may be employed by a school system on a renewable emergency permit. When the appropriate score is presented, the standard certificate will be issued.

As a result of the revision of the NTE Commons Examinations, new scores have been adopted for initial certification in Louisiana. Even though the old Commons Examinations are no longer given, we will continue to accept scores for individuals who had previously taken that exam.

Maine

The 1984 session of the legislature passed legislation requiring that the provisional teacher certificate be issued only to those applicants who have taken and passed the teacher qualifying examinations. The examination may be taken at any time after completion of the sophomore year of college. The examination will test the applicant in (1) communication skills, (2) general knowledge, and (3) professional knowledge.

The Department of Educational and Cultural Services has been directed to conduct a study during the first three years of the program in order to update the use of a nationally accepted teacher examination or a state created examination. The test and the minimum qualifying scores are to be determined by December 1, 1987, and the effective date of implementation is June 3', 1988.

Maryland

Maryland has neither legislated nor state-mandated action which would require competency assessment of teachers. However, the Implementation Task Force, approved by the Commissioner, is expected to recommend statewide criteria for the evaluation of beginning teachers in the Spring of 1985. The NTE is being updated and it is expected to be required for initial certification.

Massachusetts

In 1979 after more than four years of study by the Advisory Commission on Educational Personnel and following six public hearings held throughout the Commonwealth, the State Board of Education adopted new regulations for the certification of educational personnel effective September 1, 1982. These regulations shift emphasis of certification for teachers from course work to demonstrated competence in teaching as determined by the college supervisor and the cooperating practitioner during the student teaching practicum. There are five common standards for the classroom teacher which set the tone for the regulations. According to these standards, the effective teacher:

- is knowledgeable in the field proposed for certification;
- communicates clearly, understandably, and appropriately;
- designs instruction to facilitate learning consistent with the needs and interest of the learners and so as to maintain a sense of order and purpose in the classroom;
- uses the results of various evaluative procedures to assess the effectiveness of instruction; and
- is equitable, sensitive, and responsive to all learners.

With the exception of Teachers of English as a Second Language, Modern Foreign Language, and Transitional Bilingual Education, Massachusetts does not presently require skills tests for certification. However, an omnibus education bill, House Bill 5704, is expected to pass which will mandate a pre-professional skills test for entry into teacher education programs.

Mississippi

Mississippi has required the NTE as a condition for certification since 1975. However, the Educational Reform Act of 1982 specified admission to teacher education as required by the Board of Trustees of State Institutions of Higher Learning as follows:

Successful completion of the College Outcome Measures Project (COMP) Exam. A student is required to take only the speaking and writing areas of the COMP if that student has a 3.2 (on a 4.0 scale) overall grade point average at the end of the first semester of the sophomore year or if that student has earned a composite score of at least 18 on the ACT Assessment. No student can bypass the speaking and writing areas of the COMP.

A score of 170 is required on the COMP Composite Examination; a score of 17 is required on the speaking area of the COMP; and a score of 17 is required on the writing area of the COMP.

Certification requirements as mandated by the Mississippi State Department of Education are as follows:

CORE BATTERY SCORES	MINIMUM SCORE
Communicative Skills	641
General Knowledge	636
Professional Knowledge	639

AREA EXAMINATION

Minimum scores range from a low of 445 in Audiology to a high of 512 in Mathematics.

The Education Reform Act of 1982 also requires provisional certification during which the competency of the new teacher will be assessed. Standard certification must be earned within three years.

Missouri

On May 14, 1981, the Missouri State Board of Education established a regulation requiring prospective teachers to make a score of 18 on the ACT or 800 on the SAT before being admitted to a teacher education program. The regulation has the following implementation steps:

1. Basic educational competency requirements will become effective July 1, 1985, for all students prior to formal admission into the professional teacher education programs of the institutions of higher education in Missouri.

2. The American College Test (ACT) or the Scholastic Aptitude Test (SAT) will be used to test for the competency required.

3. If a student has previously taken the ACT or SAT, the institution of higher education may accept those scores.

4. A student testing below the established entry-level score of 800 on the SAT or 18 on the ACT may qualify for formal admission into the teacher education program by:

   a. retaking the ACT or SAT and scoring at or above the established entry-level score.
   b. demonstrating entry-level competency in appropriate college courses and on tests administered by the institution. This option may be used in those exceptional instances where, in the judgment of the faculty, the ACT or SAT does not reveal the student's basic competency.

5. Students with physical handicapping conditions preventing valid test administration of the ACT or SAT may be evaluated for basic competency in reading, English usage, and mathematics through appropriate testing instruments and/or procedures by psychometrists designated or approved by the appropriate academic officer of the institution.

6. Each institution in Missouri with a teacher education program shall develop a written policy to implement the above requirements as part of its planned teacher education program.

The new regulations are to take effect on July 1, 1985.

Montana

At the present time, there is no legislated requirement for competency assessment of teachers. The State Board of Public Education has had several discussions on teacher testing for several months. They are presently considering two proposals to implement testing. The first is a proposal to use the PPST as a standardized basic skills test for certification. The other is to use the basic battery of the NTE as a standardized test of basic skills for certification. No action was taken at the November meeting of the Board. Recommendations will be considered in January 1985.

Nebraska

A new law, L.B. 994, was passed by the 1984 session of the legislature. It established competency examinations in the basic skills prior to admission to teacher education programs and a competency test in subject matter prior to certification. In addition, the law established four levels of certification, one of which was designated as the apprentice teaching certificate during which designated competencies must be demonstrated before the issuance of a regular certificate. It is expected that all conditions will be implemented during the 1985-86 academic year. Specific tests have not yet been determined.

Nevada

The Nevada State Board of Education adopted an approved program approach leading to teacher certification. Within the approved program are standards which require entrance and exit minimums for education students. The approval program fits into a comprehensive teacher competency plan. An initial teaching year component is also part of the plan but will necessitate funding be provided during the 1985 legislative session. The State Board of Education took formal action to accept the recommendations of the Professional Standards Commission and require testing in the basic skills and subject matter and the attainment of a passing score prior to certification during its meeting in October 1984.

New Hampshire

On April 25, 1984, the New Hampshire State Board of Education announced that all candidates for initial certification will be required to pass an examination in reading, writing, and mathematics. The NTE pre-professional skills test or its equivalent will be used. The regulation is to become effective on December 1, 1985.

New Jersey

Beginning September 1985, tests of subject matter content will be required for certificates of secondary teachers. Teachers of elementary education must pass a test of general knowledge for certification. National standardized tests will be used.

New Mexico

The New Mexico legislature designated via the appropriations bill an amount of $35,000 "for the purpose of conducting an accountability study of student performance as a factor in school accountability and the inclusion of student progress in the evaluation of local school district certified personnel." An accountability task force was formed and has had many meetings since 1980 including several sub-committee sessions. The accountability study was completed with interim reports presented to the State Board of Education and the Legislative Education Study Committee. More recently, the New Mexico State Board of Education has adopted a three-phase Staff Accountability Plan for New Mexico schools:

Provision I requires New Mexico institutions that are approved by the State Board of Education to administer a written basic skills examination in reading, writing, and math for students prior to admission to the Teacher Education Program. This examination must be administered after July 1, 1983.

Provision II - After July 1, 1983, all applicants for initial certification are required to complete an examination of general education, communication skills methods and practices, and, after July 1, 1984, content specialization knowledge tests are part of the requirements for certification in New Mexico. The tests referred to in Provision II are the NTE.

New York

A task force to look at the improvement of teacher education was appointed in 1975. The final report of the task force was submitted to the State Department of Education on April 1, 1977. It recommended that: legislation be introduced establishing teaching as a licensed profession, a licensing examination be developed, and that beginning teachers be considered "interns" and provided with supportive services. After three years of work, hearings, and consultation, the Board of Regents proposed as part of their 1982 legislative/budget proposal that the following five-point program be established:

1. Legislative enactment of the declaration that teaching is a licensed profession

2. A licensing examination for admission to the profession

3. A year-long internship for beginning teachers that includes supportive services by the employing district and evaluation by the state

4. A statewide program of coordinated inservice education

5. A formalized system, by each district, of the annual review of professional performance

In the 1983 legislative session, no action was taken in any of the items. They were submitted again in 1984. The Regents approved a regulation which established the date of September 2, 1984, as the initiation of the examination requirement for new applicants for certification. The Department, in cooperation with Educational Testing Service, conducted a validity study of the "Core Battery Tests." The "Core Battery Tests" were found by the Commission to be valid and became a certification requirement for all new applicants as of September 2, 1984. The state's passing scores are: Communication Skills--650, General Knowledge--649, and Professional Knowledge--646.

In October 1984, a validation study of 16 NTE specialty examinations and 3 Graduate Record Examinations was conducted. The report of that study is due in January 1985.

North Carolina

North Carolina initiated a Quality Assurance Program in October 1978 by joint resolution of the State Board of Education and the Board of Governors of the University of North Carolina. This program involved hundreds of professionals in developing competencies for the certification of professional personnel. The competencies have been verified by certified employees in the public schools and incorporated into a revised Competencies and Guidelines publication from the State Board of Education. 1984-85 self-studies and team visits for teacher education program approval use the new guidelines.

The Quality Assurance Program calls for pre-teacher education screening in basic skills. Early identification and correction of deficiencies is to be incorporated into the process. External testing, using the NTE for entry into teacher education and at the exit level, is required.

Performance during the first two years of employment will become a part of the certification process. A beginning teacher support team strategy is being piloted in 20 school districts in 1984-85, with some collaboration with institutions of higher education.

Another piece of the Quality Assurance Program, soon to be implemented, is specific training of, and certification for, classroom supervisors of student teachers.

North Dakota

North Dakota has not adopted a standard for teacher competency testing of beginning or veteran teachers at this time. Current emphasis is on reviewing college requirements for entry to teacher education and identification of exit skills, first-year follow-up, and inservice for veteran teachers. Additional emphasis on school-wide planning is being encouraged.

Ohio

The Ohio Teacher Education and Certification Advisory Commission (an advisory body to the State Board of Education) is engaged in a systematic study of the competency assessment issue. The study process was initiated during 1982 when the Commission heard presentations by a number of experts on competency assessment, most notably Dr. Donald Medley, Dr. Arthur Wise, and Dr. William Harris. The purpose of the conference was to assist Commission members in formulating recommendations regarding competency assessment.

The Advisory Commission passed a resolution calling for the adoption of competency assessment procedures by the State Board of Education. Those assessment procedures are intended to assure that teachers have the basic knowledge, skills, attitudes, and values essential for effective teaching. The knowledge, skills, attitudes, and values should include (1) basic verbal and mathematical competence, (2) content knowledge in the areas of specialization for which certification is sought, and (3) the pedagogical competency needed for proficiency in performing teaching responsibilities. The Commission further resolved that teacher assessment procedures be based on the Standards for Colleges or Universities Preparing Teachers and should be administered prior to certification. The State Board of Education communicated the need for competency assessment to the legislature as part of the Board's concerns for legislative action during the current term.

The Ohio Department of Education is in process of revising teacher education and certification standards. Public input is being sought on competency assessment as one discussion item in revision of the standards.

Oklahoma

Oklahoma's House Bill 1706 went fully into effect in February 1982. Among its provisions, the bill requires competency in oral and written English. It also requires all prospective teachers to pass curriculum examinations in the subject areas they wish to teach. These examinations may be taken after students have completed ninety (90) college semester hours. Tests may be taken as many times as necessary. Reports on the average passing rates in the state's twenty (20) teacher education programs as well as average scores in each subject area are public information. After the first two full years of the testing program, approximately 75% of the curriculum exams were passed. During this period, approximately 98% of first-year teachers were recommended for certification.

Upon college graduation and completion of an approved program, an individual may be issued a one-year license. That individual must be recommended by an institution of higher education for the license. During the first year of employment, the beginning teacher, referred to as the Entry-Year Teacher, serves under the guidance and assistance of an Entry-Year Assistance Committee. The Committee consists of a fellow teacher (Teacher Consultant), an administrator, and an instructor from higher education. This Committee is charged with the responsibility of making a recommendation to the State Board of Education as to whether or not the Entry-Year Teacher should be certified. At the end of a year under the Entry-Year Assistance Program, the Entry-Year Assistance Committee shall either recommend the Entry-Year Teacher for certification or recommend that the Entry-Year Teacher serve an additional year under the Entry-Year Assistance Program. If the recommendation is for a second year, the Entry-Year Teacher may select an entirely new Entry-Year Assistance Committee. After the second year, the Committee shall recommend either certification or non-certification.

The law also provides [illegible] a range of inservice activities. Competency questions are addressed, therefore, by focusing on academic preparation, on teaching performance during the first year, and on continuing education activities. The State Department of Education has played a major role in developing competency examinations and other regulations required by law.

Oregon

All Oregon institutions preparing education personnel have, since 1982, required for admission to preparation programs acceptable scores on the California Achievement Test. The level of acceptance has been the 70th percentile on the language sections and the 60th percentile on the mathematics sections. Effective January 1, 1985, all applicants for the initial certificate as a teacher, specialist, or administrator shall post a satisfactory score on the California Basic Skills Test (CBEST). An acceptable score is a scaled score of 41 on each test or a composite score of 123 on the tests of reading, writing, and mathematics with no score below 36.

Pennsylvania

The Pennsylvania State Board of Education adopted on September 14, 1984, revisions to the state's certification regulations to become effective June 1, 1987. These revisions include the following:

- require teacher education graduates to pass in subject matter, basic skills, general knowledge, and professional knowledge with mastery scores set by the Secretary of Education,
- require new teachers to serve a one-year supervised induction period in partial fulfillment of the requirements for permanent certification, and
- require future teachers and administrators to take continuing education to keep their certification active at the rate of six credits every five years after receiving permanent certification.

Rhode Island

House Resolution 7687 would have requested the State Board of Regents to require competency tests at least every two years. The resolution did not pass. No additional legislative action is expected during the next session of the legislature. However, new certification requirements for vocational teachers require the applicant to pass a written and a practical examination in the vocational area for which he seeks certification. The new regulations took effect October 1981.

South Carolina

Act 187 was passed into law in 1979 by the General Assembly. It requires (1) the administration of a basic skills examination of all students entering teacher education programs, (2) the administration of the NTE or a state-developed proficiency examination in non-NTE areas prior to certification, and (3) three evaluations by a team during student teaching and the provisional year of teaching. Full implementation took place during the school year 1982-83.

South Dakota

South Dakota plans to require the ACT at the sophomore level for entry to teacher education programs. Also under consideration is the use of the NTE as an exit examination. Presently there is no penalty for poor scores. A decision relative to cut-off scores will be made at a later date.

Tennessee

The State Board of Education mandated (November 1979) that all applicants seeking admission to approved teacher education programs in 1987 and thereafter shall (1) attain a minimum raw score on the California Achievement Test of approximately 12th grade level or (2) present an ACT score of 17 or an SAT score of 765. In 1984, this was updated to state a standardized test to be determined. In addition, the 1979 directive specified that commencing January 15, 1984, all applicants for teacher certification shall furnish the SBE a report of scores attained on the NTE Common Exams or the NTE Core

Battery beginning in the Fall of 1982. In 1984 this was updated to require that all individuals seeking certification present minimum qualifying scores on each of the three tests of the Core Battery of the NTE and a minimum score on the Specialty Area Test (if available).

Texas

Recently passed Senate Bill 50 prescribes:

The State Board of Education by rule shall require satisfactory performance on a competency examination of basic skills prescribed by the Board as a condition to admission into an approved teacher education program. In addition, the Board by rule shall require satisfactory performance after graduation on a comprehensive examination prescribed by the Board as a condition to full certification as a teacher and shall require satisfactory performance on a separate examination prescribed by the Board as a condition to certification as a superintendent or other administrator. The Board shall prescribe the method of determining the satisfactory level of performance on a test under this subsection.

The State Board of Education has selected the Pre-Professional Skills Test published by the Educational Testing Service for use in determining basic skills attainment for admission purposes. During academic year 1982-83, a contractor conducted a content validity study and a standard setting study. The State Board will set the following passing scores: Reading—172; Math—171; and Writing—173. The first administration of the P-PST was March 3, 1984, in approximately 45 testing centers.

Effective May 1, 1985, those who have not completed a teacher education program will be required to pass an examination in pedagogy and in each teaching field for which a certificate is sought. In September 1984, National Evaluation Systems, Inc., was contracted by the State Board to develop Phase I (38 tests) of the Certification Tests. The other two phases will be developed when the State Board approves and provides funding. The foundation for these tests will be the State Board of Education Rules for Curriculum and the State Board of Education Rules for Teacher Education.

House Bill 72, passed in June 1984, mandates a one-time competency testing of currently employed personnel. Neither the scores nor the tests have been determined yet. Testing must be completed by June 30, 1986, in order that the teacher retain certification.

Utah

The State Department of Education mandates that each institution preparing teachers submit a plan to the SDE indicating how required competency testing in basic skills is accomplished. Testing is required for admission to programs and before institutions can recommend teachers for certification.

Vermont

Regulations effective September 2, 1982, require approved programs to specify entrance and exit criteria in terms of abilities specified in the regulations.

More importantly, teachers in their first three years of teaching are required to pass a local performance evaluation including, but not limited to, the following criteria:

- ability to plan instruction
- ability to maintain a positive learning environment
- ability to conduct learning experiences for individuals as well as for groups
- knowledge of content area
- interest and motivation in continuing professional development

Virginia

Virginia is involved in three aspects of teacher competency testing. First, applicants for initial certification are required to submit scores on the National Teacher Examination. Scores on the Core Battery and an appropriate Specialty Area examination are required. A validation study of the area examination was recently completed. Recommended cutscores were presented to the Virginia Board of Education at its September 1982 meeting. A second study to validate the Core Battery plus the Specialty Area test was completed in March 1984. Cutscores have been established by the Board effective July 1986. The requirement to pass the examinations will be in effect July 1986.

A second recent action by the State Board of Education established a competency examination for probationary teachers. Effective July 1985, all new teachers will be issued a two-year, non-renewable, provisional certificate. During the two-year probationary period, an on-site evaluation of the teacher by a team comprised of representatives of the school administration, teachers, and higher education must be successfully completed. The Board's staff is in the process of designing this evaluation system, which is to be based on the seven competencies identified in the revised certification regulations. This program is called the Virginia Beginning Teacher Assistance Program under the direction of Mrs. Nancy C. Vance, Associate Director.

Finally, the recent revision of the state certification regulations requires all preparation programs to establish admissions requirements equal to or exceeding requirements for other programs offered at the institution.

Washington

The State Board of Education has, since 1978, required evidence that the candidate for admission to professional education programs is competent in basic skills required for oral and written communication and computation. Institutions preparing teachers are responsible for the admission testing.

Several changes have been proposed by the professional education advisory committee, i.e., the State Board of Education. These changes include a formalized admission test using the Washington Pre-College Test and a customized test of professional skills to be used for certification. These recommendations will go to the State Board of Education in January 1985. If approved, they will become effective in January 1987.

West Virginia

The West Virginia Board of Education adopted Teacher Education Policy 5100 in April 1982. The policy, effective in September 1985, calls for assessment of basic skills, general education, content specialization, and professional education. All testing will take place within the approved teacher education program context. Therefore, the state does not anticipate certification by use of testing as a sole criterion, but testing with state level cutscores and successful completion of a performance assessment in professional education verified by both higher education and public school personnel as one requirement for completion of the state-approved higher education programs.

Wisconsin

In Wisconsin, competency assessment is not required, either for admission to teacher education programs or for certification. The State Superintendent's Task Force on Teaching and Teacher Education, presently still at work, is recommending:

a. that each teacher education institution require that applicants for admission to its preparation programs demonstrate mastery of basic skills by achieving a specific score on a standardized examination prescribed by the State Superintendent of Public Instruction.

b. that the State Superintendent of Public Instruction initiate a standardized test of basic skills, knowledge of subject matter, and knowledge of pedagogy as a condition for probationary licensure as a teacher in Wisconsin; that initially the data obtained be used to explore the relationship between performance on the test and the candidate's subsequent teaching performance; and that a candidate's performance on the test not be used as a basis for denying licensure until the validity of the test has been established.

It is expected that these recommendations will be adopted in some form by the Department of Public Instruction.

Wyoming

The State of Wyoming has no mandates for competency assessment of teachers. However, the only teacher education institution in the state has a program. The College of Education on its own has, effective 1982, instituted a competency assessment program for all students entering the College of Education. During the sophomore year, each student is assessed in the areas of reading, writing, spelling, and mathematics. Students are required to complete a practicum in the schools where their ability to work with youngsters and other teachers is assessed both by cooperating teachers and a supervising faculty member from the College. Students who fail to successfully complete this screening process are counseled out of education and encouraged to enter other programs. At the current time, the California Achievement Test (CAT) is being used as the instrument for evaluating the basic skills of the prospective education students.

The faculty is proposing that all students demonstrate 17 competencies during or prior to student teaching before receiving the College's endorsement for certification. Estimate it will take four years to implement.